



TEXAS
Health and Human
Services

VOCATIONAL APPRENTICESHIP PROGRAM MANUAL



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Glossary/Acronyms

ADA - American with Disabilities Act.

The American with Disabilities Act of 1990, a civil rights law, prohibits employers from discriminating against employees with disabilities

Apprentice.

A person who learns a job or skill by working for someone who has mastered that skill

Apprenticeship.

A fixed period of training during which an apprentice learns a trade or profession with on-the-job training and classwork

Embed.

The placement of an apprentice in a jobsite to learn work and social skills required during each apprenticeship cycle

Employer/Employer Host.

The company/organization that provides the opportunity for the apprentices to learn the job skills needed to gain transferable job skills in an integrated work place

Employer Supervisor.

The employer assigned supervisory staff member assigned as the host

HHSC.

Texas Health and Human Services Commission

IDD - Intellectual and Developmental Disabilities.

Intellectual and developmental disabilities, also called IDD, includes many severe, chronic conditions that are due to mental and/or physical impairments. IDD can begin at any time, up to 22 years of age. It usually lasts throughout a person's lifetime

IDT.

Interdisciplinary Team

Mentor.

The employer host assigned staff member who is capable of providing guidance to a less-experienced employee

Program Instructor.

The staff member assigned by the program provider who is responsible for oversight of the program

Team.

A group of professionals working together to manage an individual's care and solve problems

Vocational Cycle.

The period during which an apprentice works in a single employment apprenticeship. This period of time may vary depending on skill acquisition by the apprentice and the job coach assessment

Program Overview

Introduction

The Texas Health and Human Services Vocational Apprenticeship Program serves people with intellectual and developmental disabilities (IDD) and those with mental health conditions living in Texas by offering opportunities for vocational training in a supported integrated environment. The program provides both classroom education and work experience by embedding apprentices in a real and practical work environment. With the skills learned through the program, graduates will have increased opportunities to find employment.



What is the Vocational Apprenticeship Program?

The Vocational Apprenticeship Program is a 12-month program. Each apprentice will complete up to two apprenticeships to learn transferable job skills needed to enter the competitive job market.

For a person who want to become employed in an integrated work environment, the program provides the opportunity to learn job skills that are transferable and marketable.

Apprentices gain competitive skills in a real work environment, which facilitates teaching and learning through feedback. The Vocational Apprenticeship Program provides the apprentice an opportunity to earn while they learn essential job skills. Apprentices also learn life skills in a classroom that increase their employability.

Program staff, job coaches, supervisors and coworkers provide individualized feedback to apprentices to enhance skill development, strengths, and interests. This support prepares apprentices for success and independence in the community workplace. By enhancing workplace skills, this program benefits the participant, workplace, and community.

Synopsis

- Apprentices develop transferable and marketable on-the-job skills in a variety of job sites offering hands-on exposure to the workplace.
- Preferred outcome is obtaining competitive employment in an integrated job setting.
- Selected applicants may enter the program at the beginning and at mid-year of the program.
- Each apprentice will complete up to two vocational apprenticeship cycles.
- An instructor, job coach/mentor, and supervisor will work with apprentices.
- Daily classroom instruction focuses on employability and independent living skills.

Participant Benefits



- Paid work experience
- Competitive, transferable and marketable job skills
- Increased independence, confidence and self-esteem
- On-site instruction, support and accommodations- The American with Disabilities Act of 1990 (ADA)
- Small group learning
- Twelve months of on-the-job learning
- Active life-skills training
- Practice interviews, feedback and assessment of skills with program and host employer staff
- Supported occupational work environment

Application and Selection Process

Applicants may submit their application at any time. The application collects information about the applicant's skills, abilities and work history. Applications must be submitted no later than 60 days before the program begins. A selection committee will provide an interview process and place selected applicants into the vocational apprenticeship program. The selection committee may contact the applicant's team for additional information. If accepted, applicants start the program during the first month or the seventh month of the program.

Eligibility Guidelines

To be accepted into the program, applicants must:

- Be at least 18 years old and have a High School diploma or equivalent.
- Have a history of good attendance in other programs.
- Demonstrate appropriate social, grooming and hygiene skills.
- Have basic independent self-care skills.
- Demonstrate basic communication skills.
- Be able to take direction and instruction from others.
- Desire to work in an integrated workplace.
- Not require enhanced supervision that impedes their ability to become independent in the workplace.



Program Schedule

Typical Daily Schedule - Example Only

- 9 a.m. – Class
- 10 a.m. – Jobsite
- Noon – Lunch
- 1 p.m. – Jobsite
- 3 p.m. – Daily chat session
- 3:30 p.m. – Dismissal

Daily schedule including jobsite and classroom may vary depending on the needs of the employer, apprentice, and program provider.

Class Curriculum and Quarterly Schedule

The typical program day will include one-hour of classroom instruction, based on functional, practical curriculum. It will enhance the apprentice's independent living and workplace soft skills which in turn will improve their ability to remain employed. In addition to textbooks, and workbooks, real-life examples, such as job applications, websites and résumés, will be used to improve employability.

The curriculum is divided into quarterly units, with each unit including specified curriculum topics. For beginning apprentices, additional sections on orientation, getting around the workplace and workplace safety will be presented outside of the typical classroom time. These topics are critical for the new apprentice as they prepare to enter their new integrated workplace.

Twelve-Month Class Calendar

QUARTERS	FIRST-QUARTER APPRENTICES	ALL APPRENTICES (IN CLASSROOM)
1st Quarter (3 months)	• Orientation & Getting around the Workplace • Workplace Safety	• Team building • Social skills
2nd Quarter (3 months)		• Technology • Money management
3rd Quarter (3 months)		• Health and wellness • Résumé development • Conducting a job search
4th Quarter (3 months)		• Presentation skills • Interviewing skills • Keeping a job and networking

Jobsite Training

Apprentices usually work on the jobsite for an established number of hours each day. Apprentices will follow the daily work schedule along with their fellow employees. This hands-on training provides a practical way for participants to learn marketable skills and basic tasks associated with most jobs. These skills can be transferred to similar jobs after participants complete the program

Lunch and Breaks

Apprentices take their breaks and lunch at the times scheduled by their employer. Lunch and break time is an opportunity to get to know coworkers and develop positive work relationships. The apprentice should not be expected to leave during their lunch break unless medically necessary as deemed by their team.

End of Day Chat Session

End of day chat sessions are held in the classroom for 20-30 minutes at the end of each workday. Typical chat sessions include what went well, what went wrong, and how to handle problems if they happen again. Apprentices with specific concerns that warrant immediate attention can meet with the program instructor to problem solve immediately after the daily chat session.



Program Policies

Attendance

Attendance in the workplace is important. Apprentices must attend work just as their coworkers do. Days missed without paid leave will result in no compensation. Apprentices follow the employee work calendar with all employer leave policies included.

Apprentices are expected to be punctual. If an apprentice is unable to attend work, the program instructor and employer supervisor should follow employer call-in policies. Excessive absences may lead to dismissal from the program.

Dress Code

Apprentices must follow the assigned dress code for each job cycle. Apprentices will wear a clean uniform each day. Personal presentation and grooming are important to success.

Drug Test

All applicants will be expected to adhere to all provider policies and procedures including drug test. This adherence will also include the employer host requirements. Applicants and established apprentices may be subject to mandatory drug test during the applications phase and other times during the program. Established employee drug policies will be followed.

Policies and Procedures

All participants will be expected to adhere to all policies and procedures of the program provider and employer that are relevant to their participation/position.

Respect

As in all social settings, an apprentice must treat others with respect. In turn, apprentices will be treated with respect and dignity. Respect for others and their property, respect of the workplace and equipment, and respect for authority are essential for all successful employees.

Smoking and Tobacco Use

All program participants are encouraged to be tobacco-free and lead a healthy life. Apprentices may use tobacco outside the program as they choose. Apprentices must follow the tobacco use policy required by their employer. Tobacco use is not allowed in the classroom or during any program events.



Assessment and Evaluation

Beginning with the second week of the vocational cycle, apprentices will be assessed by their on-site job coaches. The assessment is also reviewed by the program instructor, job coach, mentor and apprentice. This brief meeting is intended to improve the apprentice's mastery of desired skills.

At the end of the program, apprentices will have an evaluation appointment with their instructors to measure their overall performance. The evaluation will be reviewed by the program instructor, job coach, mentor and the apprentice.

Assessments and evaluations are not intended as disciplinary tools. They help show the weaknesses and strengths of each apprentice. With these tools, apprentices will be able to gain the desired workplace skills and will be successful in a community integrated workplace.

Program Outcome and Graduation

- **Certifications:**
Apprentices receive a certification document from each employer in which apprenticeships were completed. The document will specify vocational skills learned by the apprentice.
- **Résumé Portfolio:**
Apprentices complete a résumé portfolio, which may be used when seeking employment.
- **Graduation:**
Apprentices attend a program graduation ceremony to be recognized for their accomplishments.

Early Termination

If an apprentice is not performing to program expectations, the team will discuss options. An apprentice may be asked to leave the program before completion.

Being removed from the program is a severe action and reasonable efforts should be made to resolve any workplace issues that might warrant early termination.

Early termination will require an instructor recommendation to the apprentice's team.

Roles and Responsibilities

The Apprentice

- Successfully submits application to program instructor.
- Interviews for acceptance into the apprenticeship program.
- Follows program rules as outlined in the apprentice handbook and the program manual.
- Attends classroom instruction per established schedule.
- Attends job orientation with supervisor and job coach.
- Learns and displays employable skills daily.
- Approaches appropriate key staff in the workplace to resolve problems.
- Develops personal skills for success in the workplace.
- Works cooperatively with the program instructor, job coach, and mentor.
- Contacts program instructor and/or job coach if late or absent.

The Program Instructor

- Provides leadership to the vocational apprenticeship program.
- Continually recruits successful apprentices into the program.
- Works closely with employer supervisors and contact staff to develop successful apprenticeships.
- Creates apprenticeships requiring tasks and skills that parallel occupations in the community.
- Writes job descriptions for each apprenticeship (with personal detail if required).
- Leads the applicant selection process.
- Sends letters to all applicants.
- Assesses apprentice skills and personal desires for future employment.
- Participates in job coach training and classroom instructor development.
- Plans and performs classroom instruction for apprentices daily (if needed).
- Performs job coach duties (if needed).
- Leads the daily apprentice chat session.
- Facilitates apprentice meetings to discuss progress and any barriers to planned goals.
- Visits the worksite daily and gives feedback to apprentice and team members as needed.
- Meets daily with job coaches to discuss apprentice progress.
- Attends teleconferences, meetings and other events.
- Completes assessments, evaluations, reports and other documentation.
- Develops a portfolio for each apprentice. Portfolio should document each work site, skills acquired, evaluations, and letters of recommendations.

The Job Coach/Mentor

- Participates in job-coach training and staff development. (Mentor if possible)
- Reports to program instructor when late or absent. (Mentor reports to their employer)
- Works with program instructor to gather baseline data and assess apprentice skills.
- May be needed to provide classroom training in the absence of the program instructor.
- Reinforces employability skills and support the apprentice by understanding social aspects of the workplace.
- Makes appropriate modifications (labels cabinets, simplifies written instructions, etc.) necessary to the successful completion of the job.
- Attends job orientation with the apprentice and clarifies information if needed.
- Teaches essential tasks, duties and core skills of the job to the apprentice.
- Provides individual support depending on the needs of each apprentice. Job coaches may be assigned more than one apprentice per vocational cycle.
- Builds natural supports to reduce the time spent with each apprentice as core skills are developed, with the understanding that independence in the workplace is the goal.
- Teaches safe practices for the work environment.
- Models appropriate workplace behavior.
- Works with the program instructor and employer supervisor to determine new skills as the apprentice gains competencies and confidence.
- Regularly meets with the program instructor and apprentice to discuss issues and solve problems.
- Assesses apprentice progress and give feedback to the apprentice and program instructor.
- Completes assessments, reports, and other documentation in a timely manner.

The Employment Supervisor

- Works with the program instructor and coach to identify tasks and core skills for apprentices.
- May serve (if available) as one of the interview panel members for apprenticeship applicants.
- Provides feedback on developing job descriptions to the program instructor.
- Assigns mentors to the apprentice.
- With the program instructor, provides supervision and feedback for job coaches/mentors.
- Participates (if available) in evaluation and exit interview with apprentices who have successfully met program requirements.

Program Guidelines

Weekly & Daily Step-by-Step Instruction for
The Vocational Apprenticeship Program

Program Guidelines for Instructors

The Vocational Apprenticeship Program is designed to provide multiple skillsets for participants. These skillsets include job skills that are transferable in a competitive integrated work environment. These skillsets also include soft skills and independent living skills that will provide participants what is needed to successfully gain employment and then remain employed.

Applicants are required to apply for the program and participate in an interview process to gain entrance into the apprenticeship program. The goal is for each apprentice to complete one or more apprenticeships to learn the job skills needed to enter the competitive job market.



Prior to Program Start

- Identify employers with opportunities for apprenticeships by visiting worksite areas and discussing possibilities with employers.
- Meet with employer staff to discuss possible apprenticeships. Discuss job skillsets apprentices can acquire. Take notes and emphasize the requirement that apprenticeships focus on task and skills that are transferable and are complete regarding the skillsets required to qualify for the position being trained. These skillsets must parallel real-world occupations as closely as possible.
- Employer manager should provide a contact staff member to help job coaches and instructor develop marketable job skills, possible accommodations, removing barriers to success, etc.
- Observe the employer's worksite and develop task and job descriptions for apprentices. Discuss and note issues such as safety, environment, skills needed, and productivity level required.
- Create skillsets with the help of the employer, who will help determine skill levels for specific jobs. These skillsets start at the base level for completion and are then amended to include other job tasks. Skillsets may have accommodations for individual needs.
- Employer, job coach and program instructor will discuss each apprenticeship, including dress code, breaks, meal times, employer staff meetings, supplies, use of equipment for skillset, and workspace.
- Edit and adapt the weekly assessment and end-of-program evaluation to reflect specific issues of the apprenticeship.
- Prepare the classroom with all needed items to hold daily classes as required. Classroom curriculum should prepare apprentices with skills that will make them employable.

Classroom Week – First Week of Program

Arriving on time to class, the apprentice attends for employability skills training. Only instruction is provided in the classroom along with an initial orientation to employer host jobsites with the apprentice. Classroom times for this week will be extended as needed to cover all orientation topics.

- Cover topics such as workplace navigation, orientation to the program, and other general topics.
- Provide training to job coaches about the weekly assessment and other necessary information. If appropriate, job coaches can be instructed on apprentice issues that could affect their day in the program.
- Help job coaches set a convenient date and time for the visit to the classroom each day. Job coaches will be asked to attend class to assist program instructor and develop a working relationship with apprentices that facilitates a positive transition into the worksites.



Apprenticeship Week One

- Apprenticeships start in a staggered fashion until all apprentices are at a jobsite.
- Apprentices not yet at jobsite will attend classroom instruction only until apprenticeship on the job training begins.
- Each apprentice will have direct job training from their job coach in the beginning and will fade as skill acquisition occurs. More one-on-one coaching may be necessary, although more coaching may indicate future difficulty in an integrated work environment.

First Day at Worksite.

- Apprentice will arrive at the jobsite on time with job coach.
- Coworkers will be introduced as opportunities arise.
- Employer staff will orient apprentice and job coach to the work area.
 - Worksite topics: appropriate attire, supplies, equipment (training occurs first to ensure competency and safety), restroom location, water fountain, break room, safety practices, relevant policies, staff meetings, etc.
 - Job coach will train apprentice in use of equipment using relevant safety procedures.

- Apprentice will be asked to discuss issues covered to ensure understanding.
- Job coach will begin to teach task on job description in the order needed (these tasks may be individualized for some apprentices according to their specific abilities). After each task instruction, job coach will verify understanding of expected outcome with the apprentice.
- Job coach will accompany apprentice to lunch and breaks with other coworkers for the first day. Apprentices are expected to take breaks and eat lunch with coworkers independently as soon as possible. Mentor will replace job coach (if available and appropriate).
- Job coach observes work process and creates accommodations as needed.
- Job coach shares techniques and necessary accommodations with coworkers (as approved by employment management to assist in program) to help apprentice in workplace support and independence.
- Program instructor monitors apprentice during workday and offers assistance and advice to job coach if needed.
- End of day: Job coach assesses apprentice using weekly assessment tool at the end of each day with input from mentor.
- Daily chat session: Apprentices discuss issues of the day, such as a new task or skills learned, coworker topics, problems at the worksite, etc.

Second day at Worksite

- Apprentice will arrive at jobsite on time after class with job coach or independently.
- Apprentice will continue orientation of the work area and worksite topics.
- Job coach continues teaching tasks on job description and skills necessary to master job.
- Job coach encourages apprentice to ask questions concerning job tasks to promote independence and social skills.
- Apprentice and job coach attend staff meetings and employment functions together at first with job coach fading their presence as apprentice gains independence. Mentor will replace job coach (if available and appropriate).
- Job coach should fade their presence as allowed on second day of apprenticeship. Ideally job coaches will have other apprentices entering worksites every two days until all apprentices are on site.
- Job coach assesses apprentice using weekly assessment tool at the end of each day with input from employer staff.
- Instructor monitors the workday of apprentice and offers assistance and advice to job coach if needed.
- Daily chat session: Apprentices discuss issues of the day, such as a new task or skills learned, coworker topics, problems at the worksite, etc.

Third, Fourth, and Fifth Day at Worksite

- Apprentice will arrive at jobsite on time with job coach or independently.
- Apprentice will continue orientation of the work area and worksite topics.
- Job coach/mentor continues teaching tasks on job description and skills necessary to master job.
- Job coach/mentor begins teaching apprentice of desired pace to accomplish tasks in a timely productive manner expected in the worksite.

- Job coach continues to encourage apprentice by asking questions about job tasks to promote independence and social skills.
- Apprentice should begin accomplishing tasks with little to no help from job coach.
- Apprentice should begin conversing with coworkers with no prompts from job coach.
- Apprentice and job coach/mentor attend staff meetings and employment functions together— initially with job coach, with coach’s involvement diminishing as apprentice gains independence.
- Instructor monitors apprentice’s workday and offers assistance and advice to job coach if needed.
- Job coach submits first weekly assessment to instructor.
- Daily chat session: Apprentices discuss issues of the day, such as a new task or skills learned, coworker topics, problems at the worksite, etc.

Apprenticeship Week Two

- Classroom: Employability skills training. Apprentice attends class at times assigned by program instructor.
- Apprentice arrives at jobsite independently and on time after this point.
- Apprentice learns new tasks as necessary from job coach/mentor with assistance and supports as needed. Job coach/mentor fades involvement as possible.
- Daily communication between job coach/mentor, program instructor, employer supervisor and apprentice will improve chances of success.
- Job coach assesses apprentice at the end of each day with input from mentor, submits assessment to instructor at end of week.
- Daily chat session.



Apprenticeship Weeks Three to End of Apprenticeship

Beginning week four, instructor should review the past week’s assessment. Instructor will schedule a meeting for apprentice, job coach and, if available, employer staff to discuss assessment. The meeting should take no longer than 10 minutes and will focus on helping apprentice become an independent staff member. Apprentice will learn to accept positive criticism and be encouraged to offer thoughts on improving skills

- Classroom: Employability skills training.
- Apprentice learns new tasks as necessary from job coach/mentor with assistance and supports as needed. Job coach fades involvement as possible.

- Apprentice displays valued work qualities (dependability, punctuality, initiative, competence, etc.).
- Job coach/mentor observes apprentice and offers advice or assistance as needed for success.
- Job coach submits weekly assessments to instructor.
- Apprentice will work closely with job coach to resolve issues related to skill performance, conduct, dress and any other issues that are barriers to success.
- Daily chat session.

Two weeks prior to end of apprenticeship, apprentice gives two-week notice to employer supervisor. During the last week of apprenticeship, the apprentice will attend an exit interview with the employer, if possible. This will aid in the apprentice's improving their communication skills in the workplace.



Transition Period

The transition period is the time between apprenticeships. The next apprenticeship starts after the transition period, first with classroom week and then by the on-site apprenticeship with a staggered start-up to allow for personalized job coach services. Program staff should follow the Program Guidelines with each apprenticeship.

Last Three Weeks of Final Apprenticeship

- Prepare end-of-program evaluation.
- Schedule a meeting with apprentice, job coach, and employer rep to discuss the end-of-program evaluation. This meeting will include an overall summation of apprentice's performance in the program and any recommendations.
- Prep for graduation ceremony.

End of Program – Graduation

- Graduation at the end of the program occurs after last apprenticeship is completed.
- Highlight each apprentice's accomplishments, job skills mastered, independence skills attained, etc. at graduation. Apprentices may be invited to help plan and prepare for this event. Volunteering is another excellent opportunity for apprentices to learn teamwork, organizational skills, social skills and communication skills, and becoming a member of their community.
- Apprentices may share personal anecdotes from the program during the ceremony.
- Recognize awards and or special recognitions received by apprentices while in the program.
- Recognize all job coaches/mentor and employer host staff involved for their efforts and participation.
- Recognize employers that provided an opportunity for a cycle.
- Apprentices should receive their employment portfolio (résumé, letters of recommendation, end of program evaluation, awards or special recognition) and certificate of completion from the program.



Appendix Documents

Apprentice Weekly Assessment



Apprentice Name _____ Date _____

Evaluator _____ Apprenticeship _____

ATTENDANCE AND TIME KEEPING		M	T	W	TH	F	TOTAL
✓ = Present / X = Absent Place a check mark under every day the person attends the classroom portion of the program. If the person is absent, place an X							
Indicate the number of hours under each day that the person attends an apprenticeship host site involved in on the job training							
Total Number of Hours worked for week at Apprenticeship host site. This number will be used for timekeeping and payroll							
WORK RELATED SOFT SKILLS		M	T	W	TH	F	TOTAL
Scoring System Attendance 4 = Excellent 3 = Doing Well 2 = Improving 1 = Needs Improvement		✓ = Present		X = Absent			
SOCIAL BEHAVIOR							
1. Copes with stress without interfering with work							
2. Makes eye contact with others when communicating							
3. Refrains from excessive social interaction							
4. Admits mistakes							
5. Accepts praise							
6. Cooperative and Courteous							
COMMUNICATION							
1. Listens and pays attention							
2. Expresses personal needs (restroom, breaks, etc.)							
3. Respect the rights and privacy of others							
4. Ask for help when needed							
APPEARANCE							
1. Maintains clean appearance							
2. Dresses for the job							
3. Body hygiene							
PERFORMANCE							
1. Follows instructions							
2. Follows workplace/classroom policies and rules							
3. Accepts constructive criticism							
4. Punctuality							
5. Performs task at hand							
6. Works at an appropriate rate							
7. Displays self-initiative							
8. Works well with coworkers/classmates							
9. Follows the "chain of command"/supervisor or instructor							
10. Willing to help others when needed							
Total							
Average (For Work Related Soft Skills)							
ESSENTIAL JOB SPECIFIC SKILLSETS (instructor write in)							
1.							
2.							
3.							
Total							
Average (For Work Related Soft Skills)							
Weekly Overall Average (For Work Related Soft Skills and Essential Job-Specific Skillsets)							
Scoring – At the end of each week add daily scores for each line item and place in the far right "Total" column. Add weekly totals for the "Work Related Soft Skills" section and enter the number in the "Grand Total" box at the bottom of the section. Divide the grand total by the number of lines of data (23). Place this number in the "Average" box at the bottom of the section. Note: The "Essential Job-Specific Skillsets" section will be totaled and averaged separately from Work Related Soft Skills. Round to the nearest whole number when calculating the average (If the number ends in .1 - .5, round down to the nearest whole number; if the number ends in .6 - .9, round up to the nearest whole number). Final averages will consist of one of the following: 4, 3, 2, 1, 0 as indicated in the scoring systems above.							

Address areas of concern

CONCERNS
PLAN OF ACTION
RESULT
CONCERNS
PLAN OF ACTION
CONCERNS

Program Instructor _____ Date _____

Job Coach _____ Date _____

Supervisor/Mentor _____ Date _____

Apprentice _____ Date _____

Vocational Apprenticeship Program

Apprentice Application

Application Purpose

The purpose of this application is to provide information for the selection committee to assess each applicant's skills, abilities, and history in relation to this program for placement in the program.

Members of an individual's team (if applicable) may be contacted by the selection committee to gather additional information. The goal of this program is to provide an opportunity to those individuals who desire to work and live in the community.

Application Guidelines

1. The entire packet must be completed. Incomplete packets will not be considered for the program.
2. Applications may be submitted to the program instructor no later than 60 days prior to the first day of the next apprenticeship cycle.
3. If you are selected, you will meet for an interview, so the selection committee can learn more about you and your goals for completing the program.
4. Selected apprentices will receive an acceptance letter from the selection committee. Non-selected applicants will also receive a letter explaining areas that need to be addressed to be considered for acceptance in the future.
5. All selected apprentices will be contacted by the program instructor for a group meeting to discuss the upcoming year. The purpose of this meeting is for all apprentices to meet the instructor, the job coaches, and each other.

Application Checklist

- Completed Application
- Interdisciplinary Team (IDT) Information Form

Applicant Information

Name: Last: _____ First: _____ M _____

Address: Street _____ City: _____ State: _____ Zip: _____

Date of Birth: ____ / ____ / ____ Male ____ Female ____

Home Phone: _____ Cell Phone: _____

E-mail address: _____ SSN: _____

Primary Language: _____ Sign Language: Y ____ N ____

Employment History

List past work history beginning with your last job. All work and volunteer experience should be listed.

DATE OF EMPLOYMENT	EMPLOYER	JOB TITLE AND DESCRIBE DUTIES PERFORMED	SUPERVISOR & CONTACT NUMBER	PAID OR UNPAID	REASON FOR LEAVING

Applicant Response Question

(applicant or staff may write their response in the applicant's own words)

Attach a page if needed.

Areas of vocational interest (provide list of job fields applicant expresses an interest)

References (list reference – no more than one family member)

	NAME & RELATIONSHIP	PHONE NUMBER	EMAIL ADDRESS
1.			
2.			
3.			

Application Completed by

Name: _____ Date: _____

Signature _____

Staff Assisting Name: _____ Date: _____

Signature _____

Date ____ / ____ / ____

To:

From:

Subject: Welcome to the HHS Vocational Apprenticeship Program

You have gained entrance into a program that may very well change your life. You will have an opportunity to learn skills that can allow you to earn an income and increase your independence. This is an opportunity to learn, grow your abilities, and develop skills that will assist you in job seeking. You can achieve and triumph in this program by working hard and participating each day during the next year. You will gain knowledge and skills in this program that will prepare you for employment in several different areas.

We expect good manners, good attitude, and determination each and every day. You will have people working alongside you who want to see you succeed.

Together, we can build job skills that will provide opportunities for employment in an integrated work environment.

Sincerely,

Date ____ / ____ / ____

To:

From:

Subject: HHS Vocational Apprenticeship Program Application

We regret to inform you that you have not been chosen to participate in the HHS Vocational Apprenticeship Program at this time. The following suggested areas of improvement are for you to consider and change before reapplying for this program.

- _____
- _____
- _____
- _____

We encourage you to complete the items listed above and reapply in the future. We know that with hard work, determination, and support from your team/family, you can achieve great job skills by applying to the HHS Vocational Apprenticeship Program.

Sincerely,

(Selection committee lead)

HHS Vocational Apprenticeship Program Apprentice Contract

- I, _____, understand that I have been accepted into the HHS Vocational Apprenticeship Program and must abide by the following terms and conditions.
- After program completion, I will actively pursue competitive employment.
- I will complete all job duties at each of my assigned job sites.
- I will provide appropriate work place behaviors when on duty as an apprentice.
- I will attend the program at every scheduled work day and time.
- I will wear the appropriate attire for the job.
- I will follow job coach/designee instruction at the workplace, classroom and other project areas.
- If I am absent or tardy, I will call my instructor/job coach to notify them.
- I will follow all program rules.
- I will attend scheduled meetings and contact my instructor/job coach if I am absent or tardy.
- I will actively participate in my scheduled meetings.
- I will participate in weekly assessments and program evaluations at the end of each job cycle.

I have read the above terms and conditions. I agree to accept my placement in the program. I understand that I may be asked to leave the program if I fail to follow the rules and / or exhibit undesired work behavior.

Apprentice Signature _____ Date _____

Staff Witness Signature _____ Title _____ Date: _____

Date ____ / ____ / ____

To:

From:

Subject: HHS Vocational Apprenticeship Program

We regret to inform you, that you are being dismissed from the HHS Vocational Apprenticeship Program. There are certain behaviors not accepted by this program and most employers. You have displayed an unacceptable behavior while enrolled in the Apprenticeship program. The following suggested areas of improvement are for you to consider and change before reapplying for this program. Upon correction of your cause for dismissal and a recommendation from (specific staff) you may be considered for a reenrollment at a future date.

The reason for your dismissal can be seen below.

Reasons for dismissal:

- Violation of the organizational code of conduct or ethics policy
- Failure to follow organizational policy
- Breach of contract
- Violence or threatened violence
- Threats or threatening behavior
- Stealing company money or property
- Lying
- Falsifying records
- Extreme insubordination
- Harassment
- Failing alcohol or drug test
- A conviction for some crimes
- Watching pornography during program time.

We encourage you to work towards correcting this unacceptable behavior for the workplace listed above and reapply in the future. We know that with hard work, determination, and support from your staff, you can achieve great job skills by being in the Vocational Apprenticeship Program.

Sincerely,



TEXAS
Health and Human
Services